

Templefield Lower School

SEND Information Report



Templefield Lower School

Our Mission Statement

'Inspiring all pupils to love learning, believe in themselves and achieve their best'

Templefield Lower School understands that all pupils are unique and values the abilities and achievements of every child. We want to provide an inclusive environment, where all barriers to learning are broken down to help the child achieve the best they can. We believe our values will help every child, including those with SEND, to achieve their best academically and socially.

Definition of Special Educational Needs and Disabilities

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty and/or disability which means they need special health and education support. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice, 2014)

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Liz Fitch

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This information report should be read in conjunction with the:

- [Accessibility Plan](#)
- Special Educational Needs and Disabilities Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy

All documents can be found on our school website: www.templefield-lower.co.uk/policies/.

What is the Local Offer?

In response to the government's Green Paper on Special Educational Needs and Disability (SEND), local authorities were required from September 2014 to publish their Local Offer of provision and services available for children and families in their schools. The offer will include provision from birth to 25 years, across education, health and social care. Taking this further it is best practice that each individual school also publishes the provision they will make for children with SEND.

The potential outcomes of the Local Offer are to:

- Provide clarity and confidence for parents.
- Support earlier intervention.
- Reduce the need for statutory assessment.
- Identify needs and gaps in provision and seek to remedy this at the earliest opportunity.
- Provide an evidence base for improving progress and securing better outcomes at school and at local level.
- Provide a supportive and inclusive environment in which young people will develop and thrive regardless of their individual needs and/or disabilities.

What Special Educational Needs and Disabilities do we cater for at Templefield?

There are four areas of need covered in the Code of Practice (2014) which are catered for at our school. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How do we identify and assess children with SEND?

Discussions between class teachers and the SENDCo identify children with SEND on an informal basis, for example, SEND drop-ins and pupil progress meetings.

At these meetings we discuss the strengths of the child, the progress they have made, areas of development and how these can be addressed in school. This could be through specific interventions and/or differentiation in class, which may be detailed in a SEND support plan.

The needs of children already receiving support will be determined and reviewed on a regular basis through:

- SEND support plan meetings with parents.
- Updates in provision mapping and pupil progress meetings.
- Team around the child meetings and, in cases where the child's needs are more profound, meetings with the headteacher and SEND governor.
- Annual reviews of Education, Health and Care Plans (EHCPs).

The progress of children receiving support through intervention is monitored on a regular basis through review meetings and provision maps.

How do we consult with parents of children with SEND and the pupils themselves?

We ensure parents are fully involved at each stage. At the initial stage, class teachers give feedback to parents about the progress their child is making through parent consultations, annual reports and informal meetings. These are opportunities to express any concerns with regards to the child's learning, development or behaviour. If required, the class teacher will agree with the parents of children with SEND a set of strategies to support their child. These strategies will seek to ensure continuity between home and school and SEND support plans will detail how parents can support their child's learning and progress at home. The type of support provided will not only be influenced by the observations of the class teacher or SENDCo, but also by any concerns or suggestions provided by the parents of the child.

Similarly, parents and other professionals working with the child are involved in SEND meetings. Should the need arise, parents will also be asked to give their consent and/or provide additional information to the school to support referrals to external agencies for additional support or assessment.

Our SENDCo works closely with families and pupils to ensure barriers to learning are minimised and the child is enjoying and achieving throughout the school.

We also feel it is important to ensure the pupil's voice is heard. We do this through:

- Teacher-pupil discussions
- Pupil voice questionnaires designed and analysed by the SENDCo
- Pupil contributions to their SEND support plans

What support is offered to children with SEND?

The Code of Practice (2014) states that SEND support should come in the form of the graduated approach. The graduated approach emphasises three stages of support:

Stage 1 – Quality first teaching

Stage 2 – Targeted interventions

Stage 3 – Specialist support

Quality first teaching

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

For the child this means:

- The class teacher has the highest possible expectations for the child and all pupils in their class.
- All teaching is based on prior knowledge and understanding.

- The teacher may provide targeted support with a teaching assistant as part of their day-to-day practice.
- Using a range of teaching strategies to meet different learning styles, for example practical activities.
- Using specific strategies (which may be suggested by the SENDCo or external professionals) to support individual children.
- The teacher carefully reviewing each child's progress, identifying any gaps in their learning and deciding on the best strategies or support to help them make the best possible progress. This will be recorded in a provision map.

Targeted interventions

This means that a child has either identified needs on entry or has been identified as a child who has not made expected progress despite quality first teaching. Discussions between parents and the class teacher and/or SENDCo will take place at this stage.

In such cases this means that:

- The child would receive more formal group work with specific targets to help them make good or better progress.
- The child may also receive some one-to-one sessions to increase their confidence and help them acquire basic skills.
- The child would receive targeted support within the classroom to ensure they can fully access the curriculum.

The planned support is detailed on a SEND support plan and reviewed at least once a term in discussion with parents and the child.

In many cases this more targeted provision enables children to make good progress and over time they are able to move forward in their learning without any further need for intervention. In a situation where a child has made good progress and caught up with their peers we may remove them from this stage and monitor them as part of our universal offer of quality first teaching.

Specialist support

This means that a child has been identified as needing specialist support from a professional outside the school. This may be from local authority services, such as the ASD Advisory Service, the Child Development Centre, the Hearing or Visual Impairment Team, Occupational Therapy or Speech and Language Therapy.

For the child this would mean:

- They have been identified by parents and/or their class teacher and/or the SENDCo as requiring more specialist help in addition to quality first teaching and intervention strategies.
- Parents will be invited to attend a meeting to discuss their child's progress and the best way forward to meet their needs. Through discussions with various professionals, the child's strengths and weaknesses are identified, and targets are set.
- The school may identify specific support that the child needs, how this will be provided and the strategies to be used.
- Parents may be asked for permission for us to refer their child to an external agency at this stage, such as Speech and Language Therapy, the Educational Psychologist or a paediatrician. This will help the school to gain a better understanding of the child's specific needs and enable us to provide effective support.
- The specialist professional will work with the child in order to understand their needs and make recommendations which may include making changes to the way support is provided for the child in class, support to set more specific targets along with strategies to achieve them, or a group run by staff in school to develop specific skills, such as a social skills group.

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention strategies.

Education, Health and Care Plans

This process begins following a period of time when intervention and support have been provided at stages one, two and three, and the child continues to face significant barriers to learning. This is rare,

but in such cases we seek to request a statutory assessment of the child's needs which enables us to access funding to provide additional support as they progress through the school. This is accessed through an Education, Health and Care Plan (EHCP) and is provided for children whose needs are identified as complex, severe and lifelong.

For the child this would mean:

- The school or parent requests that the local authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for them.
- The school will collate evidence about the child's progress, attainment and specific needs. This evidence will include the child's SSP, alongside reports from other professionals, the class teacher, SENDCo and parents' views. Progress towards previous targets will also be submitted along with samples of the child's work and information relating to their level of attainment.

Once the local authority receives the request this is then taken to a panel who scrutinise the paperwork and evidence provided. They then decide if the request fulfils the criteria for an Education, Health and Care Needs Assessment (EHCNA).

If they decide that at this time there is not enough evidence to support a statutory assessment they will contact the school and parents, and support will continue at stages two and three. A further submission for an EHCNA can be made at a later date if concerns and evidence about the child's learning support this. At this point, parents will be invited to a meeting in school to plan the next steps for their child's learning and support in school.

If the panel agree to move forward with an EHCNA, they will determine, in partnership with the parents and professionals involved, what specific support is needed for the child to make progress in school. This evidence is then taken to a further panel to decide whether the child needs an EHCP. If it is decided that the child needs an EHCP, the EHCP will be written following these discussions and will detail the child's strengths and needs, long term targets and the provisions that need to be put in place.

Additional adults may be required to support the child with their learning in class or to run individual sessions and/or small group sessions involving the child, specifically geared towards their identified needs.

A new SSP will be written detailing the support to be provided, linked to short term goals. This will be reviewed at least once a term, in consultation with staff, parents, the child and any other professionals working with them.

How do we teach children with SEND and how is the curriculum adapted to meet their needs?

As a fully inclusive school, all children's needs are valued and addressed through planning and evaluation of progress. Planning and teaching are modified and adapted to meet the needs of individual children. There are a number of in-school support programmes, including intervention groups for phonics, reading, writing and mathematics. Differentiation takes a range of forms, for example, the provision of resources, adult support and changes to the learning environment.

How is our environment adapted to meet the needs of children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on one floor with easy access.
- There is a disabled toilet, shower area and changing facilities which include a hoist.
- There are specialist tables and chairs for pupils with a physical disability.
- We ensure, where possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

How are staff helped to work with children with SEND and what training do they receive?

SEND is funded through the allocated SEND budget and EHCP funding. This funding is used to ensure the needs of children with SEND are fully met. This could be in the form of staff training or specific resources required.

In order to effectively meet the needs of all pupils, staff are encouraged to undertake training and professional development activities. This could be in the form of internal training from qualified school staff, visiting professionals and externally provided training courses. We also have links with other schools in the area that enables us to keep up to date with SEND practice.

Recent staff training has included:

- ADHD
- Attachment and trauma
- Attention Autism
- Autism Awareness
- Behaviour management and de-escalation strategies
- Behaviour mentoring
- Blanks Levels
- Brick Therapy
- CPOMS
- DESTY Emotional Resilience Programme
- Developing Vocabulary
- Drawing and Talking Therapy
- Dyslexia
- Edukey
- Effective Deployment of Teaching Assistants
- ELSA training
- Hamish and Milo intervention training
- Mental Health Awareness
- Mindfulness
- PDA training
- Precision Teaching
- Sensory Circuits
- Team Teach
- Therapeutic Thinking
- Understanding and supporting SEMH needs in schools
- Understanding Pathological Demand Avoidance
- Volcanoes of Emotion intervention training
- Zones of Regulation

How do we monitor and evaluate SEND in our school?

Discussions between class teachers and the SENDCo identify children with SEND on an informal basis, for example, SEND drop-ins and pupil progress meetings.

The needs of children already receiving support are determined and reviewed on a regular basis through:

- SSP meetings with parents.
- Updates in provision mapping and pupil progress meetings.
- In cases where the child's needs are more profound, during meetings with the headteacher and SEND governor.

The progress of children receiving support through intervention is monitored on a regular basis through review meetings and provision maps. These are shared with senior leaders and all staff working with the child.

To ensure accountability, the SENDCo provides feedback to the SEND governor and governing body on developments in SEND. This takes place through full governing body meetings and governor visits.

On a termly basis, the SENDCo meets with the SEND governor to discuss current priorities and proposed actions to monitor and evaluate SEND provision and improve practice. Objectives from the SEND action plan are included in the School Development Plan and pertinent information about current practice and priorities are included in the headteacher's termly report to governors.

How do pupils with SEND engage in activities at the school together with their peers?

In differentiated groupings and mixed ability groups, it is possible to deliver specific targeted teaching at the appropriate level of need for the group of children. Through adaptive teaching strategies, all children are able to access the work that the class is studying at an appropriate level. Throughout the school, teamwork and co-operation are encouraged and children with SEND work alongside their peers to achieve the intended learning outcomes.

How do we support children's social and emotional development?

We recognise that some children have social and emotional difficulties that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

- As a values-based school, the children are expected to live our core values in their day-to-day school life.
- Zones of Regulation is introduced and taught to all ages. Each class has a calm space where pupils can learn how to regulate their emotions using a variety of strategies.
- We have two trained Emotional Literacy Support Assistants (ELSAs) to provide emotional and social skills support to children.
- We use assessment tools such as the Boxall Profile to help us identify needs and pinpoint which areas the child needs support.
- The school runs specific programmes, such as Talkabout, Social Use of Language Programme, Hamish and Milo, and Zones of Regulation.
- All staff receive training and support on managing challenging behaviour.
- Where appropriate, SSPs are drawn up with the SENDCo and/or class teacher and other adults who work with the child.
- The school works hard with all parties to try and prevent the exclusion of any child.
- There are staff dedicated to the administration of medicines. Policies and procedures are updated to reflect current expectations, including the DfE guidance on medical needs.
- All children are involved in SSPs and medical needs decisions, and are supported to understand the processes. Their input is also sought before key decisions are made and agreed with them, for example requests for an EHCP or external agency support.

What external support services are used by the school for SEND?

At Templefield Lower School we maintain close links with professionals from external agencies. Agencies with regular involvement at the school include:

- ASD Advisory Service
- Child and Adolescent Mental Health Service (CAMHS)
- Continence team
- Early Years SEND Advisory Team
- Educational Psychologist
- Hearing Impairment team
- Jigsaw Behaviour Outreach Support Service
- Mental Health Support Team (MAHST)
- School Nursing team
- Speech and Language Therapist

The support provided by these agencies includes the assessment of pupils' needs, providing intervention for children with SEND, providing support and advice for the school and assisting in the further referral of children with more significant special educational needs or disabilities.

What are the transition arrangements for SEND pupils?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If a child is joining us from another school:

- The SENDCo may visit the school or pre-school with the class teacher.
- The SENDCo may contact the school's SENDCo to gain a full understanding of the child's needs.
- Parents and any professionals who work with the child will be invited to meet and discuss the child's needs to ensure the school can accommodate their requirements.
- The child will make a pre-visit to the school and a series of transition activities will be planned.

If a child is moving to another school:

- We will contact the new school's SENDCo to familiarise them with any special arrangements or support that needs to be made. Where possible, a planning meeting will take place with the SENDCo from the new school.
- All records about the child will be passed on as soon as possible.

When moving classes in school:

- Handover meetings are organised to give the new class teacher a clear understanding of the needs of each child.
- Before the start of the school year, parents and children will have the opportunity to meet their new class teacher, visit their new classroom and get to know the new adults who will be teaching and supporting them.
- Children with high needs are given a transition book with photographs and information about their new class for parents to share regularly with their child over the summer holiday.
- Additional transition activities are planned to meet individual children's needs. These are shared with parents.

In Year 4:

- The SENDCo will meet with the SENDCo from the middle school, where possible, to discuss individual children.
- Children will visit their new school on several occasions and in some cases staff from the new school will visit the children in their current setting.
- Discussions will take place to ensure all records are transferred, information is shared and queries are raised and discussed.

Throughout all processes the SENDCo will assist with the changes and ensure the child's needs are met.

What can parents do if they are unsatisfied with the provision for SEND pupils?

To ensure that all parents of pupils with SEND feel that their child is effectively supported in school, class teachers work closely with them and keep them fully informed of strategies and support in place.

Should parents have concerns about the provision made for their child, a joint meeting with the parents, class teacher and SENDCo is arranged to ensure that the school is providing all that they can, within reason, for the child in question. Should parents continue to feel unsatisfied, they should arrange a meeting with the headteacher to discuss their concerns so that a resolution can be found.

Some useful links

Central Bedfordshire SEND Local Offer:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

If you want advice from professionals outside school, you may find the following numbers helpful:

Central Bedfordshire SENDIASS: 0300 300 8088

Children's Services Social Care and Early Help: 0800 300 8585

CBC SEND Parent and Young Person Partnership Service: 0300 300 8088

School Admissions: 0300 300 8000

School Nursing Service: 01525 631199

Autism Bedfordshire: 01234 214871

Carers in Bedfordshire: 0300 111 1919

Child Development Centre: 01234 310278

Special Needs Action Panel (SNAP) Parent Carer Forum: 07984 545044

Home-Start Central Bedfordshire: 01582 660061

Flitwick Children's Centre: 0300 3008111

Monitoring arrangements

This information report will be reviewed annually or updated earlier if any changes are made to the information during the year. At every review the report will be approved by the governing body.

Approved by governors: July 2026

Last reviewed: June 2026

Next review: June 2027